Five Levels of Professional Development Evaluation

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	- Was the facilitator knowledgeable and helpful? - Did you have the opportunity during the session to effectively practice or apply the concepts provided? - Did the session activities facilitate the sharing of work experiences among participants? - Did the session materials contribute to your learning during the session? - Were the facilities and equipment conducive to learning? - Were the stated session objectives met? - In terms of preparing you to do your job better, how would you rate the overall quality of the session?	- Questionnaires administered at end of a session - Focus groups - Interviews - Personal learning logs	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	- Did the participants acquire the intended knowledge & skills? - Did participants' attitudes, beliefs or dispositions change?	- Paper-and-pencil instruments, including self assessments and tests - Simulations & demonstrations - Participant reflections - Participant portfolios - Case study analyses	New knowledge and skills of participants	To improve program content, format and organization
3. Organization support & change	- Was implementation advocated, facilitated, and supported? - Was the support public and overt? - Were problems addressed quickly & efficiently? - Were sufficient resources allocated? - Were successes recognized and shared? - What was the impact on the organization? - Did it affect the organization's climate and procedures?	- District and school records - Minutes from follow-up meetings - Questionnaires - Structured interviews with participants and district/ school administrators - Participant portfolios	The organization's advocacy, support, accommodation, facilitation, and recognition	- To document and improve organizational support - To inform future change efforts
4. Participants' use of new knowledge & skills	- Did participants effectively apply the new knowledge and skills? - Did teachers' instructional practice change? - Are the teachers consistently applying the knowledge & skills?	- Questionnaires - Structured interviews with participants and their supervisors - Participant portfolios - Participant reflections - Direct observations - Video or audio tapes	Degree and quality of implementation	To document & improve the implementation of program content
5. Student learning outcomes	- What was the impact on students? - Did it affect student performance or achievement? - Did it influence students' physical or emotional well-being? - Are students more confident as learners? - Is student attendance improving? - Are dropouts decreasing?	- Student records - School records - Questionnaires - Structured interviews with students, parents, teachers, and/or administrators - Participant portfolios	- Student learning: - Cognitive (performance & achievement) - Affective (attitudes & dispositions) - Psychomotor (skills & behaviors) - Student participation & attendance	- To focus & improve all aspects of program design, implementation, and follow-up - To demonstrate the overall impact of professional development